

Did you plan your day today?

If so, when did you plan it?

If not, why?

What could be some of the results of an unplanned day?

CELTA 2014

Lesson Planning I

1. Why do we need to write **lesson plans** at all?

- to have a clear idea of where to go
- to think ahead about learners, aims and procedures



2. Should I think in advance about the **materials** and the **board**? Why? What else should I think about?

Lesson Aims
Personal Aims
Possible problems
Possible solutions
Language Analysis

Procedures
Stages
Stage Aims
Timing
Patterns of Interaction

Lesson Aims

Main & Subsidiary

Characteristics of your **aims**:

- ⊙ the **most important part of** your lesson plan.
- ⊙ what you want the students to be able **to do**, or **do better**, at the end of the lesson that they couldn't do at the beginning.
- ⊙ there is **only one main aim** (or possibly two in a long lesson – over 90 minutes).
- ⊙ it is expressed in terms of **tangible student outcomes** (what the students **will do** in the lesson), not teacher actions.
- ⊙ it is written in two basic parts: 1. what Ss will be able **to do** and 2. in which **context**.
- ⊙ normally, when the main is about **systems**, the subsidiary one is about **skills** and vice versa.

How to write your aims?

1. Ask yourself the following question: why will your students be exposed to the stages of this lesson?
What will they be able to do by the end?
2. Answer your question using the following sentence head:

**By the end of this lesson, students will be able/
better able to _____ in the context of _____.**

Correct the following aims (systems):

- a. By the end of this lesson, students will be able to review the past simple in the affirmative, negative and question forms in the context of telling stories.

By the end of this lesson, students will be able to use **all forms of the simple past** in the context of telling stories.

- b. By the end of this lesson, students will be able to understand and use the vocabulary for the clothes they use every day.

By the end of this lesson, students will be able **to use** clothes-related vocabulary **in the context of choosing the outfit for a first date**.

- c. By the end of this lesson, students will be able to use all the expressions for making personal arrangements.

By the end of this lesson, students will be able **to make personal arrangements in the context of booking a car in a foreign country**.

Correct the following aims (skills):

(Speaking)

d. By the end of this lesson, students will be able to narrate events using narrative tenses in the context of a past disastrous holiday.

By the end of this lesson, students will be able to **describe a life event orally** in the context of a past disastrous holiday.

(Listening)

e. By the end of this lesson, students will be able to understand a listening text in the context of relationships.

By the end of this lesson, students will be able to **listen for general information** in the context of relationships.

Anticipating problems and solutions:

Ss will have problems with pronunciation.

Ss will have trouble pronouncing the words this and these because of the 'th' sound /ð/ or /θ/, which may be produced /d/ or /t/.

Ss will have problems reading the text.

Ss will have problems reading the text, because it is too long, causing them to feel demotivated. OR

Ss will read the text feeling they have to understand 100% of the words in it, which can cause them not to feel confident and stop doing the activity.

Language Analysis

What does it mean to analyse the TL - Target Language?

1. What is it?

Determiners (a/some)

2. What is the model sentence?

I'd like a box of sweets. / I'd like some ice-cream.

3. What does it **mean**?

'a' means one / 'some' means an small amount that cannot be precisely quantified

4. What's its **pronunciation**?

'a' /eɪ/ (in isolation - strong) or /ə/ (in connected speech - weak)

'some' /sʌm/ (strong vowel sound) or /səm/ (weak vowel sound)



I'd like a box of sweets.

Language Analysis

5. What is its **form**?

‘a’ determiner operating as a quantifier. As such, It is used exclusively before singular countable nouns.

‘some’ determiner operating as a quantifier. As such, it is used before plural countable or uncountable nouns.

6. How will I carry meaning?

Using pictures, story telling, prompting, etc.

7. How do I know they’ve understood the meaning (concept)?

Ask questions:

Am I asking for something? Yes (ice-cream)

Do I want the whole of it? No

Can I quantify it? No

For TP1 (20-minute lesson):

1. Cover page of the plan
2. Language Analysis
3. Sequence of steps

Suggested activities for a 20-minute first lesson:

- classroom commands (A1 only)
- Introductions (names/nationalities/age/phone number/jobs)
- spelling (A1 only)
- general likes / dislikes (B1 only)
- personal questions (family/dwelling/pets)
- personal plans (B1 only)

